



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Williams-Cone School

SAU: RSU 75 / MSAD 75

## Contents of the Report

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# 2010-2011 NCLB Report Card



**School:** Williams-Cone School  
**SAU:** RSU 75 / MSAD 75  
**Grade:** 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	45	45	100	73	75	65	11	62	22	4	45	0
	2009-2010	38	38	100	89	78	73	16	74	5	5	38	0
Female	2008-2009	23	23	100	74	78	70	13	61	22	4		
	2009-2010	18	18	100	89	80	76	28	61	11	0		
Male	2008-2009	22	22	100	73	72	60	9	64	23	5		
	2009-2010	20	20	100	90	76	69	5	85	0	10		
Caucasian/White	2008-2009	40	40	100	73	74	66	13	60	23	5		
	2009-2010	36	36	100	89	77	74	14	75	6	6		
African American/Black	2008-2009	0	0				42						
	2009-2010	1	1	100			46						
Hispanic	2008-2009	3	3	100		80	51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	2	2	100		100	66						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	12	12	100	42	61	53	0	42	42	17		
	2009-2010	10	10	100	70	65	62	10	60	20	10		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	20	56	36	0	20	60	20		
	2009-2010	2	2	100		43	38						
Limited English Proficient	2008-2009	1	1	100			40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Williams-Cone School  
**SAU:** RSU 75 / MSAD 75  
**Grade:** 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	35	35	100	71	76	71	3	69	23	6	35	0
	2009-2010	42	41	98	73	69	67	22	51	17	10	41	0
Female	2008-2009	12	12	100	75	74	75	0	75	25	0		
	2009-2010	22	22	100	77	73	71	23	55	9	14		
Male	2008-2009	23	23	100	70	77	67	4	65	22	9		
	2009-2010	20	19	95	68	65	63	21	47	26	5		
Caucasian/White	2008-2009	31	31	100	74	76	71	3	71	23	3		
	2009-2010	37	36	97	75	70	68	22	53	14	11		
African American/Black	2008-2009	2	2	100		60	53						
	2009-2010	0	0				43						
Hispanic	2008-2009	1	1	100			66						
	2009-2010	3	3	100			59						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	2	2	100			71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	8	8	100	25	64	60	0	25	75	0		
	2009-2010	8	7	88		57	56						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	33	51	43	0	33	50	17		
	2009-2010	4	4	100		33	34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	1	1	100			46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Williams-Cone School  
**SAU:** RSU 75 / MSAD 75  
**Grade:** 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	43	43	100	72	72	67	2	70	28	0	43	0
	2009-2010	39	39	100	82	77	72	8	74	13	5	39	0
Female	2008-2009	18	18	100	67	74	70	0	67	33	0		
	2009-2010	14	14	100	86	86	78	14	71	14	0		
Male	2008-2009	25	25	100	76	69	64	4	72	24	0		
	2009-2010	25	25	100	80	70	67	4	76	12	8		
Caucasian/White	2008-2009	42	42	100	71	72	67	2	69	29	0		
	2009-2010	35	35	100	83	77	73	9	74	14	3		
African American/Black	2008-2009	0	0				46						
	2009-2010	2	2	100			57						
Hispanic	2008-2009	1	1	100			56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	1	1	100			73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	7	7	100	43	62	53	0	43	57	0		
	2009-2010	9	9	100		61	62						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	7	7	100	43	45	31	0	43	57	0		
	2009-2010	6	6	100		25	36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Williams-Cone School  
**SAU:** RSU 75 / MSAD 75  
**Grade:** 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	45	45	100	82	80	70	24	58	13	4	45	0
	2009-2010	38	38	100	76	70	62	21	55	16	8	38	0
Female	2008-2009	23	23	100	70	82	68	26	43	22	9		
	2009-2010	18	18	100	72	67	61	39	33	22	6		
Male	2008-2009	22	22	100	95	79	71	23	73	5	0		
	2009-2010	20	20	100	80	72	63	5	75	10	10		
Caucasian/White	2008-2009	40	40	100	83	80	71	25	58	13	5		
	2009-2010	36	36	100	75	69	63	22	53	17	8		
African American/Black	2008-2009	0	0				45						
	2009-2010	1	1	100			31						
Hispanic	2008-2009	3	3	100		100	50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	2	2	100		83	70						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	12	12	100	50	67	58	0	50	33	17		
	2009-2010	10	10	100	40	55	50	20	20	40	20		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	40	64	46	0	40	40	20		
	2009-2010	2	2	100		29	33						
Limited English Proficient	2008-2009	1	1	100			46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Williams-Cone School  
**SAU:** RSU 75 / MSAD 75  
**Grade:** 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	35	35	100	69	75	66	11	57	20	11	35	0
	2009-2010	42	41	98	73	71	62	29	44	15	12	41	0
Female	2008-2009	12	12	100	67	71	66	0	67	25	8		
	2009-2010	22	22	100	68	72	62	23	45	14	18		
Male	2008-2009	23	23	100	70	78	67	17	52	17	13		
	2009-2010	20	19	95	79	70	63	37	42	16	5		
Caucasian/White	2008-2009	31	31	100	71	76	67	13	58	23	6		
	2009-2010	37	36	97	75	71	63	31	44	11	14		
African American/Black	2008-2009	2	2	100		60	46						
	2009-2010	0	0				36						
Hispanic	2008-2009	1	1	100			61						
	2009-2010	3	3	100			45						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	2	2	100			65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	8	8	100	38	70	54	0	38	25	38		
	2009-2010	8	7	88		57	50						
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	17	51	41	0	17	33	50		
	2009-2010	4	4	100		50	36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	1	1	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Williams-Cone School  
**SAU:** RSU 75 / MSAD 75  
**Grade:** 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	43	43	100	74	72	66	14	60	23	2	43	0
	2009-2010	39	38	97	76	76	64	16	61	8	16	38	0
Female	2008-2009	18	18	100	67	73	65	11	56	28	6		
	2009-2010	14	14	100	71	76	64	14	57	7	21		
Male	2008-2009	25	25	100	80	71	66	16	64	20	0		
	2009-2010	25	24	96	79	77	64	17	63	8	13		
Caucasian/White	2008-2009	42	42	100	76	73	67	14	62	21	2		
	2009-2010	35	34	97	82	78	65	18	65	6	12		
African American/Black	2008-2009	0	0				43						
	2009-2010	2	2	100			37						
Hispanic	2008-2009	1	1	100			52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	1	1	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	7	7	100	43	67	53	0	43	43	14		
	2009-2010	9	9	100		70	51						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	7	7	100	29	47	38	0	29	71	0		
	2009-2010	6	6	100		43	34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Williams-Cone School  
**SAU:** RSU 75 / MSAD 75  
**Grade:** 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	100 100	99 99	80	75 71	71 69	98	99 100	99 99	79	73 63	63 61	96	96	95
Caucasian/White	99	99 100	99 99	80	75 72	71 69	98	99 100	99 99	80	74 64	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 99	99 99	52	59 52	60 56	*	100 99	99 99	48	62 47	50 47			
Students with Disabilities	*	98 99	97 98	*	32 33	36 28	*	98 98	97 98	*	40 35	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.





## Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	6	8	4	1	1	0

## Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>